Annex 1: Application from the Christian Education Trust on behalf of Bethlehem College Limited to enter negotiations toward state integration of Papamoa Christian School
Proactively Released
Bethlehem College Limited – Papamoa Christian School Application

Download 4 - Application to enter integration negotiations for an existing school or to establish and integrate a new school

Contact Details

<table>
<thead>
<tr>
<th>1. Name and address of school (or proposed new school)</th>
<th>Papamoa Christian School TBA</th>
</tr>
</thead>
</table>

2. Name and address of Proprietor

<table>
<thead>
<tr>
<th>Bethlehem College Limited 7 Elder Lane, Bethlehem Tauranga, New Zealand 3110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Fax</td>
</tr>
<tr>
<td>E-mail</td>
</tr>
</tbody>
</table>

Purpose

3. The school is existing OR new Circle one

4. What are the reasons and purposes for the proprietor wishing to integrate the school or proposed new school?

To provide Christian Education, at an affordable cost, for families wanting nondenominational, faith-based education for their children.

If an existing school, please provide a copy of the board of proprietors’ resolution to enter into integration negotiations.

<table>
<thead>
<tr>
<th>Information attached</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

5. Please attach a strategic plan for the school. See the National Administration Guidelines for information on what to include in a strategic plan. This is available on the Ministry of Education website at www.minedu.govt.nz/NAGS. Information on School Planning and Reporting is available at www.minedu.govt.nz/Boards/SchoolPlanningAndReporting.aspx

<table>
<thead>
<tr>
<th>Information attached</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Special Character

6. Please provide a statement describing the special character of the proposed school.

A nondenominational, biblically-based Christian school (providing excellence in academic, cultural, sports and Christian Studies.)
School roll

7. What is the current roll of the existing school or anticipated opening roll of the new school?

If an existing school, please attach a copy of the school roll. If a new school, please attach evidence supporting the projected opening roll.

<table>
<thead>
<tr>
<th>Information attached</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

8. What are the expected rolls over each of the next 5 years?

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
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<tbody>
<tr>
<td>200</td>
<td>300</td>
<td>400</td>
<td>500</td>
<td>600</td>
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</tbody>
</table>

Please attach evidence to support the expected roll eg. demographics analysis, market research etc.

<table>
<thead>
<tr>
<th>Information attached</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9. Describe the geographic area that your school serves/ will serve.

The school is to be located in the Papamoa region, to service the Papamoa, Te Puke, Mount Maunganui, Welcome Bay and Paengaroa regions.

Staffing

10. If an existing school, how many teachers are currently employed at the school?

| Full time | N/A | Part time | N/A |
Property

The Christian Education Trust is working with developers on four potential sites currently, and will continue to communicate its process to Dallas Collett when a site is secured by the Christian Education Trust. The Trust hopes to secure land by the end of 2017.

11. If an existing school, does the school presently own and/or lease the land and buildings where the school is currently situated?

<table>
<thead>
<tr>
<th>Owned</th>
<th>AND/OR</th>
<th>Leased</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a new school, are the land and buildings to be purchased and/or leased?

<table>
<thead>
<tr>
<th>Purchased</th>
<th>AND/OR</th>
<th>Leased</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yet to be decided

CIRCLE ONE

(i) Please attach evidence of the property, its owner and its location eg Certificate of Title.

(ii) Please attach a report on the property’s suitability for a state school.

(iii) Please advise details of the capital and developmental costs and other information such as resource consents, town planning approvals.

Information attached [ ] Yes [ ] No

12. If the land and buildings are currently leased, what is the term of the lease and when does it expire?

TBA

<table>
<thead>
<tr>
<th>Expiry date</th>
</tr>
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<tbody>
<tr>
<td><strong>/</strong>/20__</td>
</tr>
</tbody>
</table>

Financial information

13. If an existing school, please provide a copy of the last audited financial accounts. Or, if a new school is to be established, please outline how the cost of establishment is to be met.

Note: We have provided preliminary forecasts only, which can we confirmed once the land is secured.

Information attached [ ] Yes [ ] No

14. Please attach a proposed budget for the school’s first year of operation based on the projected roll.

Note: We have provided preliminary forecasts only, which can we confirmed once the land is secured.

Information attached [ ] Yes [ ] No

Additional information (optional)

15. If there is any other information you wish to submit for consideration, please attach it to the application.

Information attached [ ] Yes [ ] No
NB: The application should be presented with a covering letter from the applicant Proprietor or equivalent body.

Notes for Applicants

- The Private Schools Conditional Integration Amendment Act 1998 gives the Minister of Education absolute discretion on whether or not to accept applications to enter integration negotiations from proprietors of private schools registered under Section 35A of the Education Act 1989, or any person who proposes to establish a school with the intention that it become an integrated school.

- The Minister must, in considering an application, consider the nature, character, and capacity of the existing network of schools.

- The Ministry of Education will assess the impact of a newly integrated school in a specific area having regard to the local network of schools, costs, risks and other relevant matters.

- The Ministry of Education will prepare a report for the Minister of Education who will approve or decline the application.

- If the application is approved then staff of the Ministry of Education’s local or regional office will liaise with the Proprietor and will consult, on behalf of the Minister, with the boards of trustees of existing state schools in the area.

- If the application is declined, the applicant may make a new application at any time.
Papamoa Christian School Strategic Plan

Bethlehem College Limited (Proprietor)
Christian Education Trust (Owner)
Vision: To provide biblically-based, Christ-centred education.

Mission:
To be a Christian community of learning where students are nurtured, discipled and encouraged to reach their potential, and to use their God-given talents to lead and serve their families, communities and country.

Purpose:
The purpose is for parents living in Papamoa and the surrounding area to have access to high quality Christian schooling for their children.

Aims, objectives and priorities
The school will aim to deliver excellence in Christian Education, and excellence in all aspects of the New Zealand Curriculum [NEGs 3,5], which will be taught and interpreted from a biblically-informed world view. One of the objectives is to help students find their identity in Christ and to mature and grow in confidence, knowing they are especially loved by their Creator. The school will be a caring, learning community with an environment that is openly Christian, and one that teaches biblical truth, and values such as integrity, love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self control. [NEG 1] It will support students with learning challenges, as well as gifted students, and with appropriate monitoring and support, it will encourage and equip students to be life long learners [NEGs 6,7,8]. Parents will be strongly encouraged to participate in their children’s education with the expectation that they are their child’s first educator. [NEG 4]
The school will provide equality of educational opportunity for all those who seek a Christian education for their children, and those who fully support the Special Character of the school. [NEGs 2,9,10]

Strategic Overview

The Board of Trustees, with the Principal and teaching staff, will develop a Strategic Plan which addresses the National Administrative Guidelines and the Special Character Goals of the Proprietor. An overview of the plan is as follows:

<table>
<thead>
<tr>
<th>NAG 1 (1) Teaching and learning</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement teaching and learning programmes for students years 1-8</td>
<td>1. Using assessment and analysis of variation data to inform decisions, continue to develop teaching and learning programmes</td>
<td>1. Continue to use assessment and analysis of variation data to inform decisions and embed successful pedagogy and programmes of teaching and learning across all curriculum areas</td>
<td></td>
</tr>
<tr>
<td>2. Develop a curriculum for biblical literacy and instruction in the Christian faith, giving priority and adequate curriculum time to Christian Education</td>
<td>2. Continue to develop a curriculum for biblical literacy and instruction in the Christian faith, ensuring the programmes build on the previous year to promote growth and development</td>
<td>2. Embed curriculum for biblical literacy and instruction in the Christian faith</td>
<td></td>
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Bethlehem College Limited
Stage 1 - Papamoa Christian School Application

May 2017
<table>
<thead>
<tr>
<th>(2) Assessment</th>
<th>(3) Inclusive and Caring Education</th>
<th>(4) Proactively Released</th>
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<tbody>
<tr>
<td>1. Develop a range of effective assessment practices that enable students’ progress to be carefully monitored. Identify students who are not achieving, and develop strategies to address difficulties.</td>
<td>1. Continue to develop effective assessment practices, including assessment in Christian Education</td>
<td>1. Continue to target numeracy and literacy achievement</td>
</tr>
<tr>
<td>2. Ensure that all students have equal opportunities to reach their potential, with particular emphasis on Māori, special needs and gifted students</td>
<td>2. Continue to ensure that all students have equal opportunities to reach their potential, with particular emphasis on Māori, special needs and gifted students</td>
<td>4. Embed good practice to develop motor skills and physical fitness</td>
</tr>
</tbody>
</table>

**NAG 2 Strategic Documentation and Self Review**

| 1. Develop policies, plans, programmes and targets for National Standards, and other curriculum areas such as Christian Education, Science and Physical Education. | 1. Review plans, programmes and targets for National Standards, and other curriculum areas such as Christian Education, Science and Physical Education. | 1. Continue to review plans and programmes and targets for National Standards, and other curriculum areas such as Christian Education, Science and Physical Education. |
| 2. Develop a rigorous self-review programme and annual Board reporting schedule for all areas of the curriculum, Pastoral Care and Christian Education. | 2. Continue self-review programme and annual Board reporting schedule for all areas of the curriculum, Pastoral Care and Christian Education. | 2. Continue self-review programme and annual Board reporting schedule for all areas of the curriculum, Pastoral Care and Christian Education. |
| 3. Report progress of students to the parents at least twice a year. | 3. Report progress of students to the parents at least twice a year. | 3. Report progress of students to the parents at least twice a year. |

**NAG 2A Reporting on National Standards**

| Report on National Standards to the Secretary of Education by 1 March | Report on National Standards to the Secretary of Education by 1 March | |

**NAG 3 Personnel Management**

| The Board of Trustees will develop policies which promote the highest level of staff performance. | The Board of Trustees will administer policies which promote the highest level of staff performance. | The Board of Trustees will administer policies which promote the highest level of staff performance. |
| The Board of Trustees will develop policies which outline expectations as a good employer as defined in the State Sector Act. | The Board of Trustees will adhere to policies which outline expectations as a good employer as defined in the State Sector Act. | The Board of Trustees will adhere to policies which outline expectations as a good employer as defined in the State Sector Act. |

**NAG 4 Finance and Property**

<p>| The Board of Trustees will have policies in place which: 1. Are aligned to legislation on financial and property matters 2. Monitor and control school expenditure | The Board of Trustees will adhere to policies which: 1. Are aligned to legislation on financial and property matters 2 Monitor and control school expenditure | The Board of Trustees will continue to adhere to policies which: 1. Are aligned to legislation on financial and property matters 2 Monitor and control school expenditure |</p>
<table>
<thead>
<tr>
<th>NAG 5</th>
<th>Health and Safety</th>
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<tbody>
<tr>
<td>1. The Board of Trustees will have a policy in place to ensure the safety of students and employees.</td>
<td></td>
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<td>2. The Board of Trustees will ensure a safe physical and emotional environment for students.</td>
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<tr>
<td>3. The Board of Trustees and staff, in conjunction with parents, should promote healthy food and nutrition, and healthy lifestyles such as regular sleep and exercise.</td>
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<thead>
<tr>
<th>NAG 6</th>
<th>Attendance Compliance</th>
</tr>
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<tr>
<td>The Board of Trustees must ensure that there is compliance with legislation on attendance for students, length of the school day and year.</td>
<td></td>
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<table>
<thead>
<tr>
<th>NAG 7</th>
<th>School Charter</th>
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<tbody>
<tr>
<td>The Board of Trustees is expected to update the school Charter annually and submit this to the Secretary of Education by March 1 each year.</td>
<td></td>
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<tr>
<td>Update the school Charter and submit this to the Secretary of Education by March 1.</td>
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<thead>
<tr>
<th>NAG 8</th>
<th>Analysis of Variance</th>
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<tr>
<td>Along with the Charter, The Board of Trustees will provide an analysis of variance between the school's performance and the targets by March 1.</td>
<td></td>
</tr>
<tr>
<td>Along with the Charter, The Board of Trustees will provide an analysis of variance between the school's performance and the targets by March 1.</td>
<td></td>
</tr>
</tbody>
</table>
Involving your school or kura community in the planning stage will ensure that the charter reflects their aspirations for their students.

To be submitted to the Ministry by 1 March:
- Annual charter update

The Board of Trustees has overall responsibility for charter development.

The charter includes the board's plan for the year and the board must sign it off. It's important to provide a clear focus for improvement in teaching and learning for all students, particularly priority groups of students.

It is the role of the Board of Trustees to monitor the school or kura's progress against the charter aims. The board also undertakes an Analysis of Variance every year towards achieving the aims and targets set out in the charter.

To be submitted to the Ministry by 1 March:
- The Analysis of Variance (AoV)
- NAG2A(b) and NAG2A(Q) reporting for years 1–8.
4. Planning and Reporting Cycle

- Chart, targets, budget and resourcing final draft (P/B)
- Review progress on targets (P/B)
- 1 November roll data for NAGA(A)
  - Data analysed (SL/T) reporting
  - Reports for parents written (SL/T)
- Charter, targets, budget and resourcing drafted (P/B)
- Overall Teacher Judgements (OJTs) made (SL/T)
- Prepare/review reporting to parents (SL/T)
- OJTs entered on SMS (SL/T)
- Moderation of OJTs (SL/T)
- Consultation with community, kiai and hau on school or kura vision, goals and aspirations (R/P)
- Identify Supplementary Supports (PJS)
- Review progress and achievement of target students (SL/T)
- Review progress and achievement of target students (SL/T)
- Review progress and achievement of target students (SL/T)
- Update charter and targets to incorporate any changes (P/B)
- Check NAGA(A) data (P/B)
- Charter and budget ratified (B)
- Charter shared with community (P/B)
- Systems set up for monitoring/review of progress for targeted students (SL/T)
- Implement support for target students (SL/T)
- 1 March: charter, NAGA(A), NAGA(C) and Analysis of Variance due to the Ministry (B)
- Review progress and achievement of target students (SL/T)
- Review progress and achievement of target students (SL/T)
- Prepare/review mid-year reporting to parents (SL/T)
- Finalise mid-year reporting to parents (SL/T)
- Analyse mid-year data (SL/T)
- Review progress and achievement of target students (SL/T)

B = BOARD  P = PRINCIPAL  SL = SCHOOL LEADERS  T = TEACHERS

* Depending on cyclical reporting in the first three years of school

The diagram above shows the annual roles and responsibilities of the board, principal, school leaders, and teachers in the school planning and reporting cycle.
Support for Expected School Roll

Bethlehem College Limited expects the demand for the new school to exceed 200 students in the first year, and that the projected regional growth will support an additional 100 student's per year.

This assumption is based on the feedback from the MOE Mt Maunganui-Papamoa School consultation, Statistic and NIDEA projected growth for the Tauranga and Papamoa region, local council growth projections and information sourced from the local newspaper about pressures on the schooling network.

Opening role of 200

The recent 2016 Ministry of Education Mt Maunganui-Papamoa School network consultation process showed 95 caregivers consider a school similar to Bethlehem College as a possible pathway for their Children. Assuming two children pre caregiver, this represents 190 students.

Christian Education Trust interdenominational Christian school proposal
438 caregivers responded to a question about whether they would regard an interdenominational Christian primary school as a possible pathway for their children.
22% (95) – Yes; 78% (343) – No

Source: MOE Consultation - Mt Maunganui-Papamoa School network 2016.

Approximately 118 Bethlehem College students come from the Papamoa, Te Puke, Welcome bay and Mt Maunganui region. We expect a number of these students living in catchment will transfer their enrolment from Bethlehem College to the new Papamoa Christian School.

The Papamoa region has had significant growth between 2006 and 2013

Significant population growth has occurred between 2006 and 2013 with the largest increases in Papamoa (Gravatt (+26.5%), Pacific View (+6.4%), Palm Springs (+36.0%), and Doncaster (+72.4%) CAU's), Pyes Pa (+97.9%), Bethlehem (+45.7%), Welcome Bay West (+15.9%) and Welcome Bay East (+19.6%). All these areas reflect the availability of Greenfield urban land during the period.

Source: Tauranga City Statistical Information Report Jan 2016 Page 3
Tauranga City, Assumed Growth for the period 2013 – 2028

Papamoa is expected to have an additional 5,870 homes built and an additional 12,185 people living in Papamoa by 2028.

Source:

Regional Newspaper articles demonstrating pressure within the current Papamoa Schooling network.

1. Bay of Plenty Times - 6 Feb 2016

"Money needed to cope with big increase in students in fast-growing area
The Ministry of Education will pump more than $8 million into Papamoa College and Golden Sands School this year to build new facilities to cope with rapidly growing student numbers.
The funding comes after new figures show roll numbers at schools throughout Tauranga have continued to climb with 1,594 extra pupils enrolled during 2015 compared with 2012.


"New school to ease Papamoa pressure"
Ministry [of Education] spokeswoman Katrina Casey said there was limited capacity within existing schools and "more capacity" would be provided at Golden Sands School - the furthest east of Papamoa's four primary schools.